

Teacher's Scoring Guide



Grade 6
English/Language Arts
Fall 2008

Indiana Statewide Testing for Educational Progress



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INTRODUCTION

During the fall of 2008, Indiana students in Grades 3 through 8 and Grade 10 participated in the administration of *ISTEP+*. The test for *ISTEP+* Fall 2008 consisted of a multiple-choice section and an applied skills section. For the fall testing, the multiple-choice section was machine-scored. The applied skills section consisted of multiple-choice questions, open-ended questions, and a writing prompt. The multiple-choice questions were machine-scored, while the open-ended questions and writing prompt were hand-scored.

Test results for both the multiple-choice and applied skills sections as well as images of the applied skills student responses will be available online in late November 2008. *ISTEP+* Student Labels and Student Reports will be sent to the schools in early December 2008. It is the expectation of the Indiana Department of Education that schools will take this opportunity to invite students and parents to sit down with teachers to discuss the results. To support this endeavor, the Indiana Department of Education has prepared the following *Teacher's Scoring Guide*. The purpose of this guide is to help teachers to:

- understand the methods used to score the *ISTEP+* Fall 2008 applied skills section, and
- discuss and interpret these results with students and parents.

In order to use this guide effectively, you will also need the Student Report and a copy of the student's applied skills responses.

There are two scoring guides for Grade 6, English/Language Arts and Mathematics. In this English/Language Arts guide, you will find:

- an introduction,
- a list of the English/Language Arts Grade 5 Indiana Academic Standards,*
- rubrics (scoring rules) used to score the open-ended questions and the writing prompt,
- multiple-choice questions with correct response indicated,
- anchor papers that are actual examples of student work (transcribed in this guide for clarity and ease of reading), and
- descriptions of the ways in which the response meets the rubric criteria for each of the score points.

When you review the contents of the scoring guide, keep in mind that this guide is an overview. If you have questions, write via e-mail (istep@doe.in.gov) or call the Indiana Department of Education at (317) 232-9050.

* Because *ISTEP+* is administered early in the fall, the Grade 6 test is based on the academic standards through Grade 5.

INTRODUCTION TO THE ENGLISH/LANGUAGE ARTS WRITING ASSESSMENT

The ability to write clearly and effectively is more important today than ever. By asking students to write, educators send a clear message to students that the ability to organize one's thoughts clearly and logically and to use standard language (grammar) conventions is valuable. This is why the Indiana Department of Education developed a writing assessment for *ISTEP+*. The purpose of the writing task is to assess students' abilities to (1) communicate effectively in writing and (2) use correct language conventions (e.g., grammar, punctuation, and capitalization).

The writing assessment developed for *ISTEP+* is based on the recognition that writing is a process. For this reason, the writing tasks are aligned as closely as possible with the writing process.

Students

- **are given a writing prompt.**
The prompt describes what the students should write about. For example, in Grade 6 the students were asked to write a persuasive essay about whether cell phones should be allowed at school.
- **engage in pre-writing and drafting.**
Pre-writing and drafting are planning phases. During these phases, students begin to organize and put their ideas on paper. The pre-writing and initial drafts are not scored.
- **revise their writing.**
During the revision stage, students focus on the content, organization of ideas, and overall meaning of the writing. Students should ask themselves, "Does my writing say what I want it to say?"
- **edit their writing.**
The focus during the editing phase is on the correct use of paragraphing, grammar, word usage, spelling, punctuation, and capitalization. An Editing Checklist is provided in the test book to remind students to review their papers for these elements.
- **complete a revised and edited draft.**
The revised and edited draft is the completed student response. **Only this revised and edited draft is scored.**

Although a standardized testing situation does not permit full implementation of the writing process (e.g., peer/teacher conferencing or multiple revisions), the process described above encourages students to use the skills learned in the classroom to communicate their ideas effectively. **The Indiana Department of Education encourages teachers to familiarize students with the writing process and the rubrics used to score their writing.**

RUBRICS FOR THE WRITING ASSESSMENT

A rubric is a description of student performance that clearly articulates the requirements for each of the score points. Scoring rubrics are essential because they ensure that all papers are scored objectively. Moreover, because the writing rubrics were developed by Indiana teachers, they represent those characteristics of writing that Indiana educators identify as important.

There are two types of rubrics used to score student writing on *ISTEP+*.

- **Writing Applications Rubric**

This rubric assesses the students' ability to communicate their ideas effectively. The Grades 6–12 Writing Applications Rubric has four major categories: (1) Ideas and Content, (2) Organization, (3) Style, and (4) Voice. Under each major category there are specific criteria that describe the category more fully. For a detailed description of the categories and the scoring criteria for each of the six performance levels, see the Writing Applications Rubric on pages 10 through 15.

- **Language Conventions Rubric**

This rubric assesses students' abilities to use paragraphing, grammar, word usage, spelling, punctuation, and capitalization. The Grades 6–8 Language Conventions Rubric is directly linked to the Editing Checklist in students' test books. For a description of the Language Conventions Rubric, see page 16.

In conjunction with the writing rubrics, anchor papers are used to score student writing. **Anchor papers are examples of actual student responses that meet the rubric criteria for a particular score point.** Anchor papers for Writing Applications and Language Conventions are shown on pages 21 through 30. These anchor papers have been transcribed for publication to make them clearer and easier to read.

Based on the rubrics and the anchor papers, each student paper receives two scores, one for Writing Applications and one for Language Conventions. Both of these scores are derived holistically. In holistic scoring, each paper is assigned the score points that provide the **best overall description of the performance**. In this scoring process, evaluators examine each response as a whole for the body of evidence of writing ability, rather than concentrating on any single factor, such as length of the essay or the number of errors contained in the writing.

Each score point covers a range of performance. The anchor papers presented in this guide represent the types of responses most commonly found at each score point level. These anchor papers also represent the most typical combinations of Writing Applications and Language Conventions scores (e.g., 6/4, 5/4, 4/4, 3/3, 2/2, 1/1). Other combinations of scores, though not as common, are also possible.

RUBRICS FOR THE WRITING ASSESSMENT (cont.)

If a response is unscorable, it is assigned one of the following condition codes:

- A Blank/No response/Refusal
- B Illegible
- C Written predominantly in a language other than English
- D Insufficient response/Copied from text
- E Response not related to test question or scoring rule

In addition to their function as a scoring device, rubrics are an effective instructional tool. We encourage teachers to use rubrics as a regular part of classroom instruction. Teachers may discuss the rubric categories, provide examples of the strategy/skill from published and student writing, model the strategy/skill that supports each category, and use the rubrics as a basis for teacher/peer/self evaluations. These activities will support student growth and allow students to enter the testing situation with confidence.

SCORING NOTE FOR LANGUAGE CONVENTIONS

In the writing prompt and extended-response question, students are not penalized more than once for a given error (e.g., a capitalization or punctuation error associated with a run-on sentence or sentence fragment).

ENGLISH/LANGUAGE ARTS

GRADE 5 INDIANA ACADEMIC STANDARDS

- ❑ **READING: Word Recognition, Fluency, and Vocabulary Development**
Students use their knowledge of word parts and word relationships, as well as context clues (the meaning of the text around a word), to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level-appropriate words.
- ❑ **READING: Comprehension and Analysis of Nonfiction and Informational Text**
Students read and understand grade-level-appropriate material. The selections in the **Indiana Reading List** (www.doe.in.gov/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 5, in addition to regular classroom reading, students read a variety of nonfiction, such as biographies, books in many different subject areas, magazines and periodicals, reference and technical materials, and online information.
- ❑ **READING: Comprehension and Analysis of Literary Text**
Students read and respond to grade-level-appropriate historically or culturally significant works of literature, such as the selections in the **Indiana Reading List** (www.doe.in.gov/standards/readinglist.html), which illustrate the quality and complexity of the materials to be read by students. At Grade 5, students read a wide variety of fiction, such as classic and contemporary literature, historical fiction, fantasy, science fiction, folklore, mythology, poetry, songs, plays, and other genres.
- ❑ **WRITING: Processes and Features**
Students discuss and keep a list of ideas for writing. They use graphic organizers. Students write clear, coherent, and focused essays. Students progress through the stages of the writing process and proofread, edit, and revise writing.
- ❑ **WRITING: Applications**
Students write narrative (story), expository (informational), persuasive, and descriptive texts of at least 500 words. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4—WRITING: Processes and Features. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.
- ❑ **WRITING: English Language Conventions**
Students write using Standard English conventions appropriate to this grade level.
- ❑ **LISTENING AND SPEAKING: Skills, Strategies, and Applications**
Students deliver focused, coherent presentations that convey ideas clearly and relate to the background and interests of the audience. They evaluate the content of oral communication. Students deliver well-organized, formal presentations using traditional speech strategies, including narration, exposition, persuasion, and description. Students use the same Standard English conventions for oral speech that they use in their writing.
(Because this standard does not lend itself to a paper-and-pencil test, it is not currently assessed by ISTEP+.)

NOTE: This page provides an overview of the Indiana Academic Standards. The IDOE Web site at www.doe.in.gov contains a complete version of the Indiana Academic Standards, which may be downloaded.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Overview of the Writing Applications Rubric

This rubric summarizes the scoring requirements for each of the six performance levels. To determine the criteria for a specific score point, read across the rows.

For more detailed information about each of the six score points, refer to the Writing Applications Rubric on pages 10 through 15. For information about the Language Conventions Rubric, turn to page 16.

Score Level	Ideas and Content	Organization
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> fully accomplish the task? include thorough, relevant, and complete ideas? 	<ul style="list-style-type: none"> organize ideas logically?
5	<ul style="list-style-type: none"> fully accomplish the task? include many relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
4	<ul style="list-style-type: none"> accomplish the task? include relevant ideas? 	<ul style="list-style-type: none"> organize ideas logically?
3	<ul style="list-style-type: none"> minimally accomplish the task? include some relevant ideas? 	<ul style="list-style-type: none"> exhibit an attempt to organize ideas logically?
2	<ul style="list-style-type: none"> only partially accomplish the task? include few relevant ideas? 	<ul style="list-style-type: none"> exhibit a minimal attempt to organize ideas logically?
1	<ul style="list-style-type: none"> fail to accomplish the task? include very few relevant ideas? 	<ul style="list-style-type: none"> organize ideas illogically?

Chart continues on page 9.

WRITING APPLICATIONS OVERVIEW

Grades 6–12

Chart continued from page 8.

Score Level	Style	Voice
	Does the writing sample	Does the writing sample
6	<ul style="list-style-type: none"> exhibit exceptional word usage? demonstrate exceptional writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
5	<ul style="list-style-type: none"> exhibit very good word usage? demonstrate very good writing technique? 	<ul style="list-style-type: none"> demonstrate effective adjustment of language and tone to task and reader?
4	<ul style="list-style-type: none"> exhibit good word usage? demonstrate good writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
3	<ul style="list-style-type: none"> exhibit ordinary word usage? demonstrate average writing technique? 	<ul style="list-style-type: none"> demonstrate an attempt to adjust language and tone to task and reader?
2	<ul style="list-style-type: none"> exhibit minimal word usage? demonstrate minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?
1	<ul style="list-style-type: none"> exhibit less than minimal word usage? demonstrate less than minimal writing technique? 	<ul style="list-style-type: none"> demonstrate language and tone that may be inappropriate to task and reader?

NOTE: The chart on pages 8–9 is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers and may be found on pages 10 through 15.

Writing Applications Rubric Grades 6–12

SCORE POINT 6

A Score Point 6 paper is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding performance.

Ideas and Content

Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea without going off on tangents?
- stay completely focused on topic and task?

Does the writing sample include thorough, relevant, and complete ideas? Does it

- include in-depth information and exceptional supporting details that are fully developed?
- fully explore many facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include an inviting introduction and a strong conclusion)?
- progress in an order that enhances meaning?
- include smooth transitions between ideas, sentences, and paragraphs to enhance meaning of text (i.e., have a clear connection of ideas and use topic sentences)?

Style

Does the writing sample exhibit exceptional word usage? Does it

- include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid (e.g., varied word choices, action words, appropriate modifiers, sensory details)?
- demonstrate control of a challenging vocabulary?

Does the writing sample demonstrate exceptional writing technique?

- Is the writing exceptionally fluent?
- Does it include varied sentence patterns, including complex sentences?
- Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it

- exhibit appropriate register (e.g., formal, personal, or dialect) to suit task?
- demonstrate a strong sense of audience?
- exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 5	
<p>A Score Point 5 paper represents a solid performance. It fully accomplishes the task, but lacks the overall level of sophistication and consistency of a Score Point 6 paper.</p>	
Ideas and Content	
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide in-depth information and more than adequate supporting details that are developed? • explore many facets of the topic? 	
Organization	
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.) 	
Style	
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)? 	
Voice	
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)? 	

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 4

A Score Point 4 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 3
<p>A Score Point 3 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate average writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 2

A Score Point 2 paper represents a performance that only partially accomplishes the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- attempt a main idea?
- sometimes lose focus or ineffectively display focus?

Does the writing sample include few relevant ideas? Does it

- include little information and few or no details?
- explore only one or two facets of the topic?

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing or unclear.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Some words may be used incorrectly.)
- demonstrate minimal control of vocabulary?

Does the writing sample demonstrate minimal writing technique?

- Does the writing exhibit some fluency?
- Does it rely mostly on simple sentences?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Writing Applications Rubric Grades 6–12

SCORE POINT 1
<p>A Score Point 1 paper represents a performance that fails to accomplish the task. It exhibits considerable difficulty in areas of development, organization, and writing style. The writing is generally either very brief or rambling and repetitive, sometimes resulting in a response that may be difficult to read or comprehend.</p>
<p>Ideas and Content</p> <p>Does the writing sample fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Is it</p> <ul style="list-style-type: none"> • difficult for the reader to discern the main idea? • too brief or too repetitive to establish or maintain a focus? <p>Does the writing sample include very few relevant ideas?</p> <ul style="list-style-type: none"> • Does it include little information with few or no details or unrelated details? • Is it unsuccessful in attempts to explore any facets of the prompt?
<p>Organization</p> <p>Are the ideas in the writing sample organized illogically?</p> <ul style="list-style-type: none"> • Does it have only one or two of the three elements: beginning, middle, or end? • Is it difficult to follow, with the order possibly difficult to discern? • Are transitions weak or absent (e.g., without topic sentences)?
<p>Style</p> <p>Does the writing sample exhibit less than minimal word usage? Does it</p> <ul style="list-style-type: none"> • contain limited vocabulary, with many words used incorrectly? • demonstrate minimal or less than minimal control of vocabulary? <p>Does the writing sample demonstrate less than minimal writing technique? Does it</p> <ul style="list-style-type: none"> • lack fluency? • demonstrate problems with sentence patterns? • consist of writing that is flat and lifeless?
<p>Voice</p> <p>Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate difficulty in choosing an appropriate register? • demonstrate a lack of a sense of audience? • lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 6–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.

WRITING PROMPT AND STUDENT ANCHOR PAPERS

The following section contains an overview of the fall 2008 writing prompt. This section also includes transcriptions of student anchor papers that received particular scores based on the Writing Applications and Language Conventions rubrics found on pages 10 through 16 of this guide. Each sample paper is accompanied by an explanation of the score points it received.

Please note that in the sample anchor papers included in the scoring guide, actual names of people are often replaced by initials. Similarly, actual places are often replaced by generic designations (e.g., *Anytown* or *Hometown*).

Writing Prompt
WRITING: Applications/English Language Conventions

Pages 18 and 19 provide an overview of the parts of the writing prompt.

Writing Prompt

The prompt describes what ideas students should include in their writing.

Cell Phones at School

Read the writing prompt below and complete the writing activity.

Suppose your school principal wants your opinion about whether or not to allow cell phones at school. Do you think students having cell phones at school is a good idea or not? What might be some advantages? What might be some problems?

Write a persuasive essay in which you describe your opinion about having cell phones at school. Try to convince the school principal that your opinion is fair to everyone. Give specific details to support why you think cell phones should or should not be allowed at school.

Be sure to include

- your clearly stated opinion
- an explanation of why your opinion is fair to everyone
- any advantages cell phones might bring
- any problems cell phones might cause
- supporting details that will persuade the school principal to follow your advice
- an introduction, a body, and a conclusion to your persuasive essay



Use the Pre-Writing/Planning space or additional paper for notes, lists, webs, outlines, or anything else that might help you plan your writing. Then write your persuasive essay on the lined pages. Be sure to write neatly. Using the Editing Checklist on page 37, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Pre-Writing/Planning

Students can use the Pre-Writing/Planning space to help them focus their thoughts on the requirements of the prompt and to generate ideas to include in their writing. **The writing on the Pre-Writing/Planning pages is not scored.**



Whenever you see this icon, you will be doing a writing activity. Your writing will not be scored on your personal opinions or choices, but will be scored objectively on

- how clearly you address the prompt
- how well you organize your ideas
- how effectively you express yourself
- how consistently you use correct paragraphing, grammar, spelling, and punctuation

Be sure to use the rules of Standard English. Standard English is the English commonly used in formal writing. It does not include slang or jargon.

Writing Icon

The writing icon, which appears before both the writing prompt and the extended-response question, alerts the student that the response will be scored for writing. The writing icon boxes on pages 30 and 40 of the test book include the criteria by which the writing will be judged.

Editing Checklist

- 1 Check your capitalization and punctuation.
- 2 Spell all words correctly.
- 3 Check for sentence fragments or run-on sentences.
- 4 Keep verb tense consistent.
- 5 Make sure subject and verb agree.
- 6 Use words according to the rules of Standard English.
- 7 Remember to paragraph correctly.

Editing Checklist

The Editing Checklist appears after the final draft and reminds students to review their writing for correct paragraphing, grammar, spelling, punctuation, and capitalization.

Writing Applications

Score Point 6

The following list describes a writing sample (shown on the next page) that earns a **Score Point 6** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., writes a persuasive essay that provides convincing reasons why cell phones should be allowed in schools).
- stays completely focused on the task and topic.
- includes a wealth of supporting details (e.g., *Even at school, if trouble would start, you can quickly get in touch with the office or 911; Without my phone, I would have failed my homework and got [gotten] a worse grade*).
- is well organized, showing a logical progression of ideas that enhances meaning; has a strong persuasive introduction (e.g., *While at school, cell phones can be a tool for poor students and those in bad situations*) and a solid conclusion (e.g., *I think this necessity of life should be aloud [allowed] everywhere!*).
- includes smooth transitions between ideas, sentences, and paragraphs.
- demonstrates control of vocabulary that is appropriate to the topic and task (e.g., *The phone is a necessity at home and at school, and everyone should be allowed to have one on this tilted [,] rotating planet*).
- is fluent and easy to read and exhibits varied sentence patterns, including complex sentences (e.g., *During breaks and lunch [,] I can get in contact with all my friends no matter what part of the school they are in*).
- adjusts language and tone to the task and effectively uses language to persuade the reader.
- demonstrates a strong sense of audience and an original perspective (e.g., *To ask a modern day [modern-day] person to give up their phone is compared to asking, "why [Why] don't you cut off my ear?"*).

NOTE: A Score Point 6 paper is an outstanding performance and therefore is rare. It fully accomplishes the task in a thorough and insightful manner and has a distinctive quality that sets it apart as an outstanding paper.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a few capitalization errors (e.g., *Cell Phones* [phones]).
- has some punctuation errors, although they may be of the first-draft variety* (e.g., *A cell phone can bring us safety at school, [no comma] or on our way to and from school*).
- contains a spelling error (e.g., *alloud* [allowed]).
- has a few grammar and word usage errors (e.g., *got* [gotten], *are desided* [are deciding]).
- uses paragraphs effectively.
- has one run-on sentence (e.g., *One time, during lunch, I found out about a guy that liked me, [,] now [Now] we have dated for two week [weeks] already*).

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Persuasive Essay

Title: Cell Phones: Necessities of Life at Home & School

Cell Phones are one of the modern necessities of life. To ask a modern day person to give up their phone is compared to asking, "why don't you cut off my ear?" While at school, cell phones can be a tool for poor students and those in bad situations.

My mom works two jobs and sometimes comes home late. Sometimes she has to call me at school so I know when I have to take care of my little brother. Without my cell phone, M. would go hungry!

Cell phones can keep you safe. Waiting at the bus stop early in the morning, strangers might come by. If I felt threatened by them, my mom always told me to quickly call the police. It is much better to be safe than sorry. Even at school, if trouble would start, you can quickly get in touch with the office or 911.

At times I have forgotten my homework or a book at home. With this modern technology I can call home while I am still on the bus. I can get in touch with my mom before she gets to work to drop off my things at school that I need. Without my phone, I would have failed my homework and got a worse grade.

Also, our homework assignments and lunch menus are posted on the internet. With my cell phone, I do not need a computer to look at what we are eating for lunch. Computers are expensive, but cell phone can do much of the same. Sometimes I can look up research for my homework on my cell phone.

During breaks and lunch I can get in contact with all my friends no matter what part of the school they are in. We are able to talk about what we are going to do after school. One time, during lunch, I found out about a guy that liked me, now we have dated for two week already. Not only are cell phones able to help with our education, but with our social lives too.

A cell phone can bring us safety at school, or on our way to and from school. Any emergencies that may arise, with a cell phone help can come quickly. Information about homework and lunch are easy to get. The phone is a necessity at home and at school, and everyone should be allowed to have one on this tilted rotating planet.

Please take my ideas into consideration when you are desided if cell phone should be alloud in school.

I think this necessity of life should be aloud everywhere!

Writing Applications

Score Point 5

The following list describes a writing sample (shown on the next page) that earns a **Score Point 5** using the *ISTEP+* Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., writes a persuasive essay that provides reasons why cell phones should not be allowed in schools. However, the ideas are not developed as fully as in the Score Point 6 paper).
- stays focused on the task and topic.
- includes relevant details that enhance the meaning (e.g., *Mostly all schools have phones in their main offices for us to use if we need to contact a parent; All of a sudden one of the students [student's] cell phones goes off and starts ringing. That would be very distracting and destrupting [disrupting], correct?*).
- is organized in a logical sequence, with a clear, persuasive introduction and conclusion (e.g., *Just remember what this could do to our schools, [no comma] and don't let cell phones into our classrooms!*).
- uses transitions (e.g., *First of all; Secondly; Last but not least*), but the transitions are not as sophisticated as in the Score Point 6 paper.
- demonstrates control of vocabulary that is appropriate to the task and topic.
- is easy to read and exhibits varied sentence patterns, including complex sentences (e.g., *I know that it would be a large problem and potentially [potentially] dangerous if students had their phones at school*).
- demonstrates the use of writers' techniques through rhetorical questions (e.g., *correct?*) and imagery (e.g., *Picture this*).
- has a strong sense of audience (e.g., *Last but not least, think about all the problems this could cause*).

NOTE: A Score Point 5 paper may have many of the same characteristics found in a Score Point 6 paper. However, a Score Point 5 paper frequently lacks consistency, in-depth development, sophisticated sentence structure, and/or sophisticated use of vocabulary.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has some punctuation errors (e.g., *one of the students* [one of the student's]).
- contains some spelling errors (e.g., *Therefor* [Therefore]).
- has mostly correct grammar and word usage.
- uses paragraphs effectively.
- has no run-on sentences or sentence fragments.

Persuasive Essay

Title: Cellular Phones at School?

Should cell phones be allowed at our schools? That is a simple decision for me, and it should be for you too. We should not have cell phones in our schools, and in this essay I will state my reasons for thinking this.

First of all, there isn't even any point in letting students bring cell phones to school. Mostly all schools have phones in their main offices for us to use if we need to contact a parent. I can see how having cellular phones with us could help the student more easily contact their parents or who ever they are needing to contact, but a walk down the hallway into the office isn't a big deal compared to the problems from having the cell phones would cause. Therefore, it would be pointless to bring phones with us.

Secondly, cell phones could be very distracting. Picture this; A class of students are taking a big test that requires much concentration. All of a sudden one of the students cell phones goes off and starts ringing. That would be very distracting and disrupting, correct? I think it would be. We do not need added distraction in our schools and classrooms.

Last but not least, think about all the problems this could cause. I know that it would be a large problem and potentially dangerous if students had their phones at school. During free-time if a teacher wasn't watching, the students could take out their cell phones and call someone or someplace out of school. Allowing us to bring cellular phones to school just isn't a good idea for any of us.

I hope my essay has informed you of the danger and problems having cell phones in our schools could, and would cause. Sometimes there are things that just should not be at school and amongst our learning environment. Just remember what this could do to our schools, and don't let cell phones into our classrooms!

Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Writing Applications Rubric.

This sample

- adequately accomplishes the task (i.e., writes a persuasive essay that provides reasons why cell phones should not be allowed in schools).
- stays focused on the task and topic.
- includes sufficient information and supporting details (e.g., *If the teacher was on the phone, how would he teach?; If a student had a cell phone during class [,] he or she might play games on their cell phone*).
- organizes ideas adequately with a simple introduction that lists what will be discussed in the essay and a conclusion that repeats the ideas in the introduction (e.g., *Sometimes they can be distracting, cause people to be late for class, and it can shorten class time [and shorten class time]*).
- demonstrates control of basic vocabulary.
- uses some transitions (e.g., *Another reason; My final reason*).
- is easy to read and exhibits some sentence variety, including complex sentences (e.g., *Another reason cell phones sholdn't [shouldn't] be allowed in school is that they can be very distracting*).
- demonstrates a sense of audience and attempts to develop an original perspective.

NOTE: A Score Point 4 paper represents a good performance. One factor that differentiates a Score Point 4 from Score Point 6 and Score Point 5 papers is the number of ideas and the development of these ideas.

Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has some punctuation errors (e.g., *If a teacher had a cell phone and it rang during class [,] he or she would most likely answer it*).
- has some spelling errors (e.g., *sholdn't* [shouldn't], *shoud* [should]).
- contains grammar and word usage errors (e.g., *Then you would [be] in trouble with the teacher*).
- demonstrates adequate paragraphing.
- has no run-on sentences or sentence fragments.

Persuasive Essay

Title: Cell phones in school

I don't think cell phones should be allowed in school. Some of my reasons are very simple. They could distract people, cause people to be late for class, and shorten class time.

If a teacher had a cell phone and it rang during class he or she would most likely answer it. If the teacher was on the phone, how would he teach? He wouldn't be able to causing the students' class time to be shorter. If a student has less class time he or she probably won't get a perfect grade on the test when they take one.

Another reason cell phones sholdn't be allowed in school is that they can be very distracting. If a student had a cell phone during class he or she might play games on their cell phone. A lot of people told me that playing videogames 'rots your brain.' That student could end up having pretty bad grades.

My final reason is that it can cause people to be late for class. If a student was having hall break they might decide to call someone. That student could talk until after class started. Then you would in trouble with the teacher. And if you get in trouble with the teacher, it could mean a detention.

I don't think people shoud have cell phones in school. Sometimes they can be distracting, cause people to be late for class, and it can shorten class time. Those are my three simple reasons why people shoudn't have cell phones in school.

Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., writes a persuasive essay that provides reasons why cell phones should not be allowed in schools), but the ideas in the essay are not fully developed.
- stays focused on the task and topic.
- provides a few supporting details (e.g., *They could fall out of your backpack and break. They could ring during class*).
- attempts to organize ideas, but the ideas are often repeated. The introduction is weak (e.g., *I think we shouldn't have cellphones [cell phones] at school because what if a kid had a cellphone [cell phone] during class playing [and was playing] a game on it. [?]*), and the conclusion simply repeats ideas already presented in the essay.
- demonstrates control of basic vocabulary.
- attempts to use transitions (e.g., *Last [,] what if they fall out [of] your backpack and break [?]*), but these are fairly basic.
- is generally easy to read.
- demonstrates some sense of audience (e.g., *Last [,] what's the point of having them during class if you can't youse [use] them. [?] That's why I think we shouldn't have cell phones at school*).

NOTE: The word **minimal** is often associated with a Score Point 3 paper. A Score Point 3 paper, like a Score Point 4 paper, has a list-like quality. However, a Score Point 4 paper provides some details and in-depth information, while a Score Point 3 paper shows minimal development of ideas.

Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has some punctuation errors (e.g., *Last [,] what's the point of having them during class if you can't youse [use] them. [?]*).
- has some spelling errors (e.g., *assiengment* [assignment], *youse* [use]).
- has grammar and usage errors (e.g., *a "F"* [an "F"]; *Last [,] what if they fall out [of] your backpack and break*).
- attempts to paragraph.
- contains a run-on sentence (e.g., *Last what if they fall out your backpack and break when they get home they will be in trouble* [Last, what if they fall out of your backpack and break? When you get home, you will be in trouble]) but has no sentence fragments.

NOTE: In a Score Point 3 paper, errors do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.

Persuasive Essay

Title: Why we shouldn't have cellphones

I think we shouldn't have cellphones at school because what if a kid had a cellphone during class playing a game on it. So they wouldn't be paying attention during class and would probably get a "F" on a homework assignment. Why should we have them at school if we can't use them. Last what if they fall out your backpack and break when they get home they will be in trouble. That's why I think we shouldn't have cell phones at school because kids could be playing games on them during class. They could fall out of your backpack and break. They could ring during class. Last what's the point of having them during class if you can't use them. That's why I think we shouldn't have cell phones at school.

The

End

Writing Applications

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Writing Applications Rubric.

This sample

- partially accomplishes the task (i.e., attempts to write a persuasive essay that provides reasons why cell phones should be allowed in schools) but includes little information and few details.
- attempts some focus.
- makes a minimal attempt to logically organize ideas. The essay contains a weak introduction (e.g., *I think you should be able to bring cell phones to school*) but has no conclusion.
- exhibits minimal word usage.
- demonstrates minimal skill with writing technique.
- has little sense of audience.

NOTE: On the positive side, the Score Point 2 paper communicates some ideas. However, the overall lack of writing skills limits the writer's ability to communicate these ideas effectively.

Language Conventions

Score Point 2

The following list describes a writing sample (shown on the next page) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has correct capitalization.
- uses correct punctuation.
- has spelling errors of basic words (e.g., *ho* [how], *mabey* [maybe], *wer* [were], *of* [off], *some one* [someone]).
- contains grammar and word usage errors (e.g., *there* [their]).
- makes no attempt to paragraph.
- consists of one long run-on sentence.

Persuasive Essay

Title: _____ Cells _____

I think you should be able to bring cell phones to school because say you rode your bike to school and you got a flat tire ho will you get home or mabey you wer walking home and you went into a store because it was raining or mabey if someone broke an arm when they fell of there bike or say some one tries to kidnap you, you need to call for help.

Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Writing Applications Rubric.

This sample

- fails to accomplish the task (i.e., mentions that cell phones should be allowed in school but does not explore any facets of the prompt).
- is too brief to establish a focus.
- provides few relevant supporting details.
- attempts a basic introduction and conclusion.
- uses rudimentary vocabulary (e.g., *You can call some bioty [somebody] to com to [come and] get you*).
- demonstrates less than minimal writing technique.
- is too brief to display a sense of audience.

NOTE: Although Score Point 1 is the lowest score point, the paper attempts some meaning. At this level, problems in sentence structure may limit the writer's ability to communicate ideas.

Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has some capitalization errors (e.g., *Phones [phones]*).
- has no punctuation errors.
- has several spelling errors (e.g., *post [supposed]*, *some bioty [somebody]*, *com [come]*, *sude [should]*).
- contains grammar and word usage errors (e.g., *They [Their]*, *That wiy [That's why]*).
- shows no evidence of paragraphing.
- has no run-on sentences but does contain sentence fragments (e.g., *Cell Phones [phones] post [are supposed] to be at school because*).

Persuasive Essay

Title: Cell Pones School

Cell Phones post to be at school because. Aife They panwse not at home. You
can call some bioty to com to get you. That wiy you sude have Cell Phones at
School.

INTRODUCTION TO READING/WRITING TASKS

The second component of the applied skills section of *ISTEP+* at Grades 4 through 8 and Grade 10 is a reading/writing task. The reading/writing task allows the students to demonstrate their understanding and comprehension of narrative or informational text. The reading/writing task consists of one or two passages of text, multiple-choice questions, open-ended questions, and one extended-response question. Because this is a reading comprehension test, all the information students need in order to answer the questions correctly is in the text. All responses should be based on information from the text.

Rubrics are used to score the open-ended applied skills questions. **The rubrics describe the levels of performance and ensure that the responses are scored fairly and objectively.** There are three kinds of rubrics used to score the reading/writing tasks.

- **Reading Comprehension**

Reading Comprehension Rubrics are used to score the open-ended questions and extended-response question. Each rubric contains a list of acceptable responses (exemplars) as well as a description of the level of performance for each score point. Students may receive a maximum of two points.

- **Writing Applications**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Writing Applications. The Extended Response Writing Applications Rubric is based on the Writing Applications Rubric used to score the writing prompt. It assesses how well the students organize and communicate their thoughts in writing. Students may receive a maximum of four points.

- **Language Conventions**

The extended-response question at the end of the reading/writing task is the only question in the reading/writing task that is scored for Language Conventions. The Language Conventions Rubric assesses how well the students use language conventions such as paragraphing, grammar, word usage, spelling, punctuation, and capitalization. Students may receive a maximum of four points.

INTRODUCTION TO READING/WRITING TASKS (cont.)

The following pages show the multiple-choice questions, the open-ended questions, and the extended-response question. For the multiple-choice questions, the correct response is indicated. Sample responses, exemplars, and rubrics accompany each open-ended question. The Reading Comprehension exemplars provided for all questions are not necessarily the only correct responses possible. In many cases, other relevant responses may be accepted. Each sample response is accompanied by an explanation of the score point it received. The open-ended questions are scored only for Reading Comprehension; however, the extended-response question is scored for Writing Applications and Language Conventions in addition to Reading Comprehension.

All questions used in the reading/writing task are based on the skills outlined in the Indiana Academic Standards through Grade 5 on page 7 of this guide. Teachers are encouraged to discuss both the Indiana Academic Standards and the examples given in this guide with students and parents. Teachers may also use these examples and similar questions to teach students strategies that will help them become more efficient readers, locate information in a text, and support an opinion with information from the text.

Test 4: English/Language Arts

For Test 4, you will read an article and a story. You will answer questions based on each passage. Then you will write a story on a related topic.

First you will read “Take a Walk on the Wild Side,” an article about two people who hike over a lava field on an active volcano in Hawaii. Read the article and do Numbers 1 through 7. You may look back at the article as often as you like.

Pre-Reading

The reading passages are preceded by an introduction that helps the student to focus on the upcoming task.

Following the introduction, the student reads “Take a Walk on the Wild Side” and “Eyes of the Dragon.” A copy of these passages accompanies the student’s responses to the applied skills section.

Test 4—Question 1 READING: Comprehension

- 1** What is the MAIN reason the narrator and her husband are hiking at the Kilauea volcano?
- ☒ to collect a sample of hot lava
 - ☐ to watch the hot lava meet the sea
 - ☐ to make a trail across the lava flow
 - ☐ to see the shapes made by cooling lava

Test 4—Question 2 READING: Word Recognition, Fluency, and Vocabulary Development

- 2** Read this sentence from the article.
- We load our gear into a van and snake down Chain of Craters road from Kilauea’s 4,000-foot summit to sea level.**
- The phrase “snake down” suggests that Chain of Craters road
- ☒ has twists and turns
 - ☐ has a rocky surface
 - ☐ is covered with hot lava
 - ☐ is too narrow for the van

Test 4—Question 3
READING: Literary Response and Analysis

3 Read this sentence from the article.

We hobble through a barren, black-lava sea complete with craggy, billowing waves of stone and “bottomless” cracks and crevasses.

The narrator MOST LIKELY compares the lava to a sea to help the reader understand

- ☐ what the lava smells like
- ☒ what the lava looks like
- ☐ how important the lava is
- ☐ how dangerous the lava is

Test 4—Question 4
READING: Comprehension

4 Which sentence from the article includes an OPINION?

- ☒ “It’s easy to get lost in a lava field.”
- ☐ “An underground lava tube is directly beneath us.”
- ☐ “Since we have our sample, our work is done.”
- ☐ “Ocean water shoots skyward as steam.”

Test 4—Question 5
READING: Comprehension

- 5** The article tells about some of the dangers of hiking at a volcano. In the chart below, list **TWO** different dangers that the narrator encounters at Kilauea, and tell how she protects herself from those dangers.

Dangers at Kilauea	Protection from dangers

Exemplars:

Dangers at Kilauea	Protection from dangers
• <i>slivers of lava that cut like glass</i>	• <i>wear leather boots/thick gloves/tough pants</i> • <i>other relevant text-based response</i>
• <i>heat/dehydration</i>	• <i>carry a gallon of water</i> • <i>other relevant text-based response</i>
• <i>toxic fumes</i>	• <i>wear goggles/gas masks</i> • <i>other relevant text-based response</i>
• <i>getting lost in a lava field</i>	• <i>make a trail of sticks/strips of cloth</i> • <i>other relevant text-based response</i>
• <i>other relevant text-based response</i>	• <i>other relevant text-based response</i>

Rubric:

- 2 points** two dangers and two corresponding protections
1 point one danger and one corresponding protection
0 points other

Test 4—Question 5 Score Point 2

The response provided in the upper box is a version of the fourth “Dangers at Kilauea” exemplar and the fourth corresponding “Protection from dangers” exemplar. The response provided in the lower box is a version of the first “Dangers at Kilauea” exemplar and the first corresponding “Protection from dangers” exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 2	
5 The article tells about some of the dangers of hiking at a volcano. In the chart below, list TWO different dangers that the narrator encounters at Kilauea, and tell how she protects herself from those dangers.	
Dangers at Kilauea	Protection from dangers
Getting lost is easy in a lava field.	Marks her trail with sticks.
Fractured silvers cut like glass.	Puts protective gear on.

Test 4—Question 5 Score Point 1

The response provided in the upper box is a version of the fourth “Dangers at Kilauea” exemplar, but the response for the “Protection from dangers” is not the correct corresponding exemplar. The response provided in the lower box is a version of the third “Dangers at Kilauea” exemplar and the third corresponding “Protection from dangers” exemplar. Therefore, the total response receives a Score Point 1.

SCORE POINT 1	
5 The article tells about some of the dangers of hiking at a volcano. In the chart below, list TWO different dangers that the narrator encounters at Kilauea, and tell how she protects herself from those dangers.	
Dangers at Kilauea	Protection from dangers
Get lost	Tough Jeans
Toxic fumes.	Goggles and gas masks.

SCORE POINT 0

- 5** The article tells about some of the dangers of hiking at a volcano. In the chart below, list TWO different dangers that the narrator encounters at Kilauea, and tell how she protects herself from those dangers.

Dangers at Kilauea	Protection from dangers
Don't tuch the volcano.	Make shor you have protection

**Test 4—Question 5
Score Point 0**

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

NOTE: The responses to Numbers 5, 7, 9, and 11 (the open-ended questions) do not have to be written in complete sentences to receive credit. Errors in spelling, punctuation, and grammar are also not considered when scoring these responses.

Test 4—Question 6
READING: Comprehension

- 6** In order to return to their van, the narrator and her husband will MOST LIKELY
- ☐ walk toward the top of the volcano
 - ☐ use a detailed map to find the hiking trail
 - ☒ follow the trail of sticks they made earlier
 - ☐ climb a lava flow so they can see the road

Test 4—Question 7
READING: Comprehension

7 Read this sentence from the article.

A huge, green wave smashes into the lava flow, creating a private fireworks display.

Provide TWO different details from the article that explain why the narrator compares what she sees to a fireworks display.

- 1) _____

- 2) _____

Exemplars:

- There are thunderous explosions.
- Ocean water shoots up as steam.
- Chunks of lava fly in the air.
- The lava makes hissing sounds.
- Together, the wave and the lava create brilliant colors.
- other relevant text-based response

Rubric:

- 2 points** versions of two exemplars
- 1 point** version of one exemplar
- 0 points** other

Test 4—Question 7 Score Point 2

The first part of the response is a version of the first exemplar. The second part of the response is a version of the third exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 2

7 Read this sentence from the article.

A huge, green wave smashes into the lava flow, creating a private fireworks display.

Provide TWO different details from the article that explain why the narrator compares what she sees to a fireworks display.

- 1) The icy sea and boiling lava make thunderous explosions.
- 2) Chunks of hissing spatter bombs of lava fly back from the oceans force.

Test 4—Question 7 Score Point 1

The first part of the response is a version of the second exemplar. The second part of the response is a text-based detail but does not address the prompt. Therefore, the total response receives a Score Point 1.

SCORE POINT 1

7 Read this sentence from the article.

A huge, green wave smashes into the lava flow, creating a private fireworks display.

Provide TWO different details from the article that explain why the narrator compares what she sees to a fireworks display.

- 1) Ocean shoots up as steam.
- 2) More lava advances.

SCORE POINT 0

7 Read this sentence from the article.

A huge, green wave smashes into the lava flow, creating a private fireworks display.

Provide TWO different details from the article that explain why the narrator compares what she sees to a fireworks display.

1) Because there's an icy sea

2) Because theres boiling lava

**Test 4—Question 7
Score Point 0**

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

Test 4—Question 8
READING: Literary Response and Analysis

- 8** Shang and the dragon are ALIKE in that both are
- ☐ cheerful
 - ☒ helpful
 - ☐ lonely
 - ☐ shy

Test 4—Question 9
READING: Literary Response and Analysis

9 Besides giving the dragon the ability to speak, what are TWO OTHER ways the author makes the dragon seem more like a human than like a monster?

1) _____

2) _____

Exemplars:

- The dragon is annoyed.
- The dragon appreciates Shang's apology.
- The dragon smiles.
- The dragon needs Shang's help removing a branch from his leg.
- The dragon helps Shang after she helps him.
- The dragon preens when Shang tells him he is beautiful.
- The dragon gives Shang a gift.
- other relevant text-based response

Rubric:

- | | |
|-----------------|---------------------------|
| 2 points | versions of two exemplars |
| 1 point | version of one exemplar |
| 0 points | other |

Test 4—Question 9
Score Point 2

The first part of the response is a version of the seventh exemplar. The second part of the response is a version of the fourth exemplar. The total response receives full credit for a Score Point 2.

SCORE POINT 2	
9	Besides giving the dragon the ability to speak, what are TWO OTHER ways the author makes the dragon seem more like a human than like a monster? 1) <u>He gave a gift to Shang.</u> _____ 2) <u>He asked her to help him.</u> _____ _____

Test 4—Question 9
Score Point 1

The first part of the response is a version of the fifth exemplar. The second part of the response is also a version of the fifth exemplar. Therefore, the total response receives a Score Point 1.

SCORE POINT 1	
9	Besides giving the dragon the ability to speak, what are TWO OTHER ways the author makes the dragon seem more like a human than like a monster? 1) <u>He was helpful.</u> _____ 2) <u>He took care of people.</u> _____ _____

Test 4—Question 9
Score Point 0

Both parts of the response are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0	
9	Besides giving the dragon the ability to speak, what are TWO OTHER ways the author makes the dragon seem more like a human than like a monster? 1) <u>No scales or claus</u> _____ 2) <u>No tail or wings</u> _____ _____

Test 4—Question 10
READING: Literary Response and Analysis

- 10** Why is Shang's trip to the stream to fetch water important to the development of the plot of this story?
- ☐ It leads her to make her own glass sculptures.
 - ☒ It leads her into the forest to meet the dragon.
 - ☐ It teaches her to make friends with the forest animals.
 - ☐ It shows her father that she wants to help him earn a living.

Test 4—Question 11
READING: Literary Response and Analysis

- 11** In “Eyes of the Dragon,” the spirit of kindness spreads from one character to another. In the chart below, fill in the boxes with **THREE** different events from the story that show how kindness spreads from one to another.

Shang helps the dragon remove a branch from his leg.



Exemplars:

- The dragon helps Shang to see with his scales.
- Shang helps her father create glasses for the emperor.
- Shang and Lin’s glasses help the emperor to see.
- The emperor helps Shang and Lin by buying more of their usual sculptures.
- The emperor gives Shang and Lin many honors/ an estate.
- The emperor commands Shang and Lin to teach others to make glasses so others will have the gift of sight.
- other relevant text-based response

Rubric:

- 2 points** versions of three exemplars
- 1 point** version of one or two exemplars
- 0 points** other

SCORE POINT 2

- 11** In “Eyes of the Dragon,” the spirit of kindness spreads from one character to another. In the chart below, fill in the boxes with **THREE** different events from the story that show how kindness spreads from one to another.

Shang helps the dragon remove a branch from his leg.



The Dragon gives Shang two scales to see



Lin builds glasses for the emperor



The Emperor buys small sculptures again

**Test 4—Question 11
Score Point 2**

The responses provided in the three boxes are a version of the first, the second, and the fourth exemplars. The total response receives full credit for a Score Point 2.

SCORE POINT 1

- 11** In “Eyes of the Dragon,” the spirit of kindness spreads from one character to another. In the chart below, fill in the boxes with **THREE** different events from the story that show how kindness spreads from one to another.

Shang helps the dragon remove a branch from his leg.



The dragon gave shang scales



He led her home



She told her father

**Test 4—Question 11
Score Point 1**

The response provided in the first box is a version of the first exemplar. The other two responses are incorrect. Therefore, the total response receives a Score Point 1.

Test 4—Question 11
Score Point 0

All responses provided in the three boxes are incorrect. Therefore, the total response receives a Score Point 0.

SCORE POINT 0	
11	<p>In “Eyes of the Dragon,” the spirit of kindness spreads from one character to another. In the chart below, fill in the boxes with THREE different events from the story that show how kindness spreads from one to another.</p> <div><div>Shang helps the dragon remove a branch from his leg.</div><div>↓</div><div>Shang heldup each type of glass</div><div>↓</div><div>Shang felt faint</div><div>↓</div><div>Shang peered around</div></div>

Test 4—Question 12

READING: Word Recognition, Fluency, and Vocabulary Development

12 Read this sentence from the story.

There the cheerful singing of birds lightened her heart.

The author uses the phrase “lightened her heart” to show that

- ☐ Shang was singing along with the birds
- ☒ the birds made Shang feel less worried
- ☐ Shang had met the birds many times before
- ☐ the birds wanted to lead Shang away from the village

Test 4—Question 13

READING: Literary Response and Analysis

WRITING: Applications/English Language Conventions

13



Imagine that Shang and the dragon meet again one year **AFTER** this story takes place. How is Shang the same? How is she different?

Write a story that begins one year after “Eyes of the Dragon” ends. In your story, imagine that Shang and the dragon meet again. Tell what happens next, and show how Shang’s life is the same and how it has changed. **In your story, be sure to include at least ONE detail from “Eyes of the Dragon” to show how Shang is the same and ONE detail to show how she is different.**

You may use the space below to plan your writing. Using the Editing Checklist on page 57, check your writing for correct paragraphing, grammar, spelling, punctuation, and the use of Standard English.

Remember, your story should be well organized and have a introduction, a body, and a conclusion.

NOTE: Only your writing on the lined pages in this book will be scored.

Pre-Writing/Planning

NOTE: The page reference above for the Editing Checklist refers to its location in the actual test book.

Extended Response Writing Applications Overview Grades 6–12

Score	Does the writing sample
4	<ul style="list-style-type: none"> • fully accomplish the task? • include many relevant ideas? • organize ideas logically? • exhibit very good word usage? • demonstrate very good writing technique? • demonstrate effective adjustment of language and tone to task and reader?
Score	Does the writing sample
3	<ul style="list-style-type: none"> • accomplish the task? • include relevant ideas? • organize ideas logically? • exhibit good word usage? • demonstrate good writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
2	<ul style="list-style-type: none"> • minimally accomplish the task? • include some relevant ideas? • exhibit an attempt to organize ideas logically? • exhibit ordinary word usage? • demonstrate adequate writing technique? • demonstrate an attempt to adjust language and tone to task and reader?
Score	Does the writing sample
1	<ul style="list-style-type: none"> • only partially accomplish or fail to accomplish the task? • include few relevant ideas? • exhibit a minimal attempt to organize ideas logically? • exhibit minimal word usage? • demonstrate minimal or less than minimal writing technique? • demonstrate language and tone that may be inappropriate to task and reader?

NOTE: This chart is only a brief summary of the score points. It is not appropriate to use this summary as the sole tool in scoring student papers. The more in-depth Extended Response Writing Applications Rubric is used for the actual scoring of *ISTEP+* student papers.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 4
A Score Point 4 paper represents a solid performance. It fully accomplishes the task.
Ideas and Content
<p>Does the writing sample fully accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • present a unifying theme or main idea without going off on tangents? • stay focused on topic and task? <p>Does the writing sample include many relevant ideas? Does it</p> <ul style="list-style-type: none"> • provide ample information and more than adequate supporting details that are developed? • explore many facets of the topic?
Organization
<p>Are the ideas in the writing sample organized logically? Does the writing</p> <ul style="list-style-type: none"> • present a meaningful, cohesive whole with a beginning, a middle, and an end (i.e., include a solid introduction and conclusion)? • progress in an order that enhances meaning of text? • include smooth transitions (e.g., use topic sentences) between sentences and paragraphs to enhance meaning of text? (Writing may have an occasional lapse.)
Style
<p>Does the writing sample exhibit very good word usage? Does it</p> <ul style="list-style-type: none"> • include vocabulary to make explanations detailed and precise, descriptions rich, and actions clear and vivid? • demonstrate control of vocabulary? <p>Does the writing sample demonstrate very good writing technique?</p> <ul style="list-style-type: none"> • Is the writing very fluent? • Does it include varied sentence patterns, including complex sentences? • Does it demonstrate use of writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?
Voice
<p>Does the writing sample demonstrate effective adjustment of language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? • demonstrate a sense of audience? • exhibit an original perspective (e.g., authoritative, lively, and/or exciting)?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 3

A Score Point 3 paper represents a good performance. It accomplishes the task, but generally needs to exhibit more development, better organization, or a more sophisticated writing style to receive a higher score.

Ideas and Content

Does the writing sample accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it

- present a unifying theme or main idea? (Writing may include minor tangents.)
- stay mostly focused on topic and task?

Does the writing sample include relevant ideas? Does it

- include sufficient information and supporting details? (Details may not be fully developed; ideas may be listed.)
- explore some facets of the topic?

Organization

Are the ideas in the writing sample organized logically? Does the writing

- present a meaningful whole with a beginning, a middle, and an end despite an occasional lapse (e.g., a weak introduction or conclusion)?
- generally progress in an order that enhances meaning of text?
- include transitions between sentences and paragraphs to enhance meaning of text? (Transitions may be rough, although some topic sentences are included.)

Style

Does the writing sample exhibit good word usage? Does it

- include vocabulary that is appropriately chosen, with words that clearly convey the writer's meaning?
- demonstrate control of basic vocabulary?

Does the writing sample demonstrate good writing technique?

- Is the writing fluent?
- Does it exhibit some varied sentence patterns, including some complex sentences?
- Does it demonstrate an attempt to use writer's techniques (e.g., literary conventions such as imagery and dialogue and/or literary genres such as humor and suspense)?

Voice

Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it

- generally exhibit appropriate register (e.g., formal, personal, or dialect) to suit task? (The writing may occasionally slip out of register.)
- demonstrate some sense of audience?
- attempt an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 2
<p>A Score Point 2 paper represents a performance that minimally accomplishes the task. Some elements of development, organization, and writing style are weak.</p>
<p>Ideas and Content</p> <p>Does the writing sample minimally accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)? Does it</p> <ul style="list-style-type: none"> • attempt a unifying theme or main idea? • stay somewhat focused on topic and task? <p>Does the writing sample include some relevant ideas? Does it</p> <ul style="list-style-type: none"> • include some information with only a few details, or list ideas without supporting details? • explore some facets of the topic?
<p>Organization</p> <p>Is there an attempt to logically organize ideas in the writing sample? Does the writing</p> <ul style="list-style-type: none"> • have a beginning, a middle, or an end that may be weak or absent? • demonstrate an attempt to progress in an order that enhances meaning? (Progression of text may sometimes be unclear or out of order.) • demonstrate an attempt to include transitions? (Are some topic sentences used? Are transitions between sentences and paragraphs weak or absent?)
<p>Style</p> <p>Does the writing sample exhibit ordinary word usage? Does it</p> <ul style="list-style-type: none"> • contain basic vocabulary, with words that are predictable and common? • demonstrate some control of vocabulary? <p>Does the writing sample demonstrate adequate writing technique?</p> <ul style="list-style-type: none"> • Is the writing generally fluent? • Does it contain mostly simple sentences (although there may be an attempt at more varied sentence patterns)? • Is it generally ordinary and predictable?
<p>Voice</p> <p>Does the writing sample demonstrate an attempt to adjust language and tone to task and reader? Does it</p> <ul style="list-style-type: none"> • demonstrate a difficulty in establishing a register (e.g., formal, personal, or dialect)? • demonstrate little sense of audience? • generally lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Extended Response Writing Applications Rubric Grades 6–12

SCORE POINT 1

A Score Point 1 paper represents a performance that only partially accomplishes or fails to accomplish the task. Some responses may exhibit difficulty maintaining a focus. Others may be too brief to provide sufficient development of the topic or evidence of adequate organizational or writing style.

Ideas and Content

Does the writing sample only partially accomplish or fail to accomplish the task (e.g., support an opinion, summarize, tell a story, or write an article)?

- Writing may attempt a main idea, or the main idea may be difficult to discern.
- Does the writing sometimes lose focus or ineffectively establish focus?

Does the writing sample include few relevant ideas?

- Does the writing sample include little information and few or no details?
- Writing may explore only one or two facets of the topic.

Organization

Is there a minimal attempt to logically organize ideas in the writing sample?

- Does the writing have only one or two of the three elements: beginning, middle, and end?
- Is the writing sometimes difficult to follow? (Progression of text may be confusing, unclear, or difficult to discern.)
- Are transitions weak or absent (e.g., few or no topic sentences)?

Style

Does the writing sample exhibit minimal word usage? Does it

- contain limited vocabulary? (Words may be used incorrectly.)
- demonstrate minimal or less than minimal control of vocabulary?

Does the writing sample demonstrate minimal or less than minimal writing technique?

- Does the writing exhibit some or little fluency?
- Does it rely mostly on simple sentences or demonstrate problems with sentence patterns?
- Is it often repetitive, predictable, or dull?

Voice

Does the writing sample demonstrate language and tone that may be inappropriate to task and reader? Does it

- demonstrate use of a register inappropriate to the task (e.g., slang or dialect in a formal setting)?
- demonstrate little or no sense of audience?
- lack an original perspective?

NOTE: These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–12.

Language Conventions Rubric Grades 6–8

In their writing, students will apply the Standard English conventions defined in the Indiana Academic Standards for their grade and all previous grades.

Score	Does the writing sample exhibit a good command of language skills?
4	<p>In a Score Point 4 paper, there are no errors that impair the flow of communication. Errors are infrequent and will generally be of the first-draft variety; they have a minor impact on the overall communication.</p> <ul style="list-style-type: none"> • Do words have very few or no capitalization errors? • Do sentences have very few or no punctuation errors? • Do words have very few or no spelling errors? • Do sentences have very few or no grammar or word usage errors? • Writing has very few or no paragraphing errors. • Writing has very few or no run-on sentences or sentence fragments.
Score	Does the writing sample exhibit an adequate command of language skills?
3	<p>In a Score Point 3 paper, errors are occasional but do not impede the flow of communication; the writer's meaning is not seriously obscured by errors in language conventions.</p> <ul style="list-style-type: none"> • Do words have occasional capitalization errors? • Do sentences have occasional punctuation errors? • Do words have occasional spelling errors? • Do sentences have occasional grammar or word usage errors? • Writing may have occasional paragraphing errors. • Writing may have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a minimal command of language skills?
2	<p>In a Score Point 2 paper, errors are typically frequent and may cause the reader to stop and reread part of the writing. While some aspects of the writing may be more consistently correct than others, the existing errors do impair communication. With a little extra effort on the reader's part, it is still possible to discern most, if not all, of what the writer is trying to communicate.</p> <ul style="list-style-type: none"> • Do words have frequent capitalization errors? • Do sentences have frequent punctuation errors? • Do words have frequent spelling errors? • Do sentences have frequent grammar or word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.
Score	Does the writing sample exhibit a less than minimal command of language skills?
1	<p>In a Score Point 1 paper, errors are serious and numerous; they often cause the reader to struggle to discern the writer's meaning. Errors are frequently of a wide variety. There may be sections where it is impossible to ascertain what the writer is attempting to communicate.</p> <ul style="list-style-type: none"> • Do words have many capitalization errors? • Do sentences have many punctuation errors? • Do words have many spelling errors? • Do sentences have many grammar and word usage errors? • Writing may have errors in paragraphing, or paragraphing may be missing. • Writing is likely to have run-on sentences or sentence fragments.

NOTE: The elements of this rubric are applied holistically; no element is intended to supersede any other element. The variety and proportion of errors in relation to the length of the writing sample are considered. A very brief paper consisting of two or three sentences may receive no more than 2 score points.

These scoring rubrics are used for students tested on the fall *ISTEP+* assessment in Grades 6–8.

Reading Comprehension Rubric

SCORED FOR READING	
Reading Comprehension Exemplars:	
<p>How Shang is the same</p> <ul style="list-style-type: none"> • Shang still wears glasses./Her eyesight is still poor. • Shang is still helpful toward her father/still cares for his tools/still fetches water. • Shang is still polite toward others. • Shang still enjoys making glass sculptures with her father. • Shang still comes up with creative ways to solve problems. • other relevant text-based response <p>How Shang is different</p> <ul style="list-style-type: none"> • Shang is more confident/happier because she can see well. • Shang no longer worries about making a living because the family business is now a big success. • Shang likes living on the estate the king gave her and her father. • Shang teaches people to make eyeglasses. • Shang is no longer afraid of dragons. • other relevant text-based response 	
Reading Comprehension Rubric:	
Score	
2	response includes a version of one exemplar from Part I and a version of one exemplar from Part II
Score	
1	response includes a version of one exemplar from Part I OR a version of one exemplar from Part II
Score	
0	other

Extended Response Writing Applications

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- fully accomplishes the task (i.e., writes a story that begins a year after "Eyes of the Dragon" ends and tells how Shang's life is the same and how it is different).
- provides more than adequate supporting details (e.g., *As Shang was going to the river to get more water, she remembered the forest and her meeting with the dragon*).
- is well organized with a clear beginning (e.g., *Long ago, a girl named Shang met a dragon*), a strong middle section, and an effective ending to the story (e.g., *Every year, she goes back to visit that dragon and tells him all about her life and the world outside the forest*).
- demonstrates control of vocabulary that is appropriate to the topic.
- is easy to read and uses a variety of sentence patterns, including complex sentences (e.g., *Shang forgets all about the water and goes back to the forest to see if she can meet with the dragon once again*).
- demonstrates a strong sense of audience and uses dialog to enhance the narrative (e.g., *"Hello dragon. I was getting water for my father when I remembered the forest and you."*).

Extended Response Language Conventions

Score Point 4

The following list describes a writing sample (shown on the next page) that earns a **Score Point 4** using the *ISTEP+* Language Conventions Rubric.

This sample

- has a few capitalization errors (e.g., *it was my pleasure* [It was my pleasure]).
- has a few punctuation errors (e.g., *fathers* [father's]).
- contains a few spelling errors, although some are of the first-draft variety* (e.g., *emporer* [emperor], *great* [greet]).
- has no grammar or word usage errors.
- uses paragraphs correctly.
- has no run-on sentences but has a few sentence fragments (e.g., *Thanks to him; To share with the people around you*).

*First-draft errors are those errors that have most likely been made because the student was writing quickly or did not have time to check his or her work. An error is considered to be of the first-draft variety if the student has not repeated the error or made similar errors elsewhere in the response.

Story

Title: They Meet Again!

Long ago, a girl named Shang met a dragon. Now, one year after her encounter, she still works for the emperor and her father's glass blowing workshop. As Shang was going to the river to get more water, she remembered the forest and her meeting with the dragon. Shang forgets all about the water and goes back into the forest to see if she can meet with the dragon once again

At about the middle of the forest, the dragon comes out to greet her. "Hello there Shang. What brings you back to the forest?" "Hello dragon. I was getting water for my father when I remembered the forest and you." Shang then tells the dragon that she still works for her father. But now she has perfect eyesight. Thanks to him. "I wanted to thank you, dragon, for the present you gave me. We make them now and are selling them to the emperor and all over the city" "You are very welcome Shang. it was my pleasure."

"You found the meaning to the gift. To share with the people around you. So thank you for that." "I better get going. Father is probably wondering where I am." "Good-bye Shang. Come back!" "Don't worry, dragon, I will." And she kept her promise. Every year, she goes back to visit that dragon and tells him all about her life and the world outside the forest.

THE END!

Reading Comprehension Score Point 2

The response (shown above) includes versions of the fourth exemplar (e.g., *she still works for the emperor [emperor] and her father's [father's] glass blowing [glass-blowing] workshop*) and the second exemplar (e.g., *As Shang was going to the river to get more water*) for how Shang is the same and a version of the fourth exemplar (e.g., *We make them now and are selling them to the emperor and all over the city*) for how Shang is different. The total response receives full credit for a Score Point 2.

NOTE: Although this response contains three exemplars, students only need to provide one detail to show how Shang is the same and one detail to show how Shang is different in order to receive a Score Point 2.

Extended Response Writing Applications

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- accomplishes the task (i.e., writes a story that begins a year after “Eyes of the Dragon” ends and tells how Shang’s life is the same but does not tell how it is different).
- includes sufficient information to perform the task, although some ideas could be more detailed (e.g., *One day she was hanging out with her friends [,] and they were walking through the woods*).
- generally progresses in a logical order with a short beginning (e.g., *One year later [,] Shang is still getting water for her dad*), a brief middle section, and an ending to the story (e.g., *Then they all went home and lived happily ever after*).
- uses basic vocabulary that is appropriate to the task.
- is easy to read and uses a variety of sentence patterns, including complex sentences (e.g., *They get [got] pretty far back into the woods when she tripped over something*).
- demonstrates a sense of audience by using some dialogue to describe the encounter (e.g., *Shang said, “This time I’m not going to share my glasses, [,] this [This] pair is my lucky pair [”]*).

Extended Response Language Conventions

Score Point 3

The following list describes a writing sample (shown on the next page) that earns a **Score Point 3** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has some errors in punctuation (e.g., *dragons [dragon’s] tail*).
- contains a few spelling errors (e.g., *a loud [allowed], maid [made]*).
- has some grammar and word usage errors (e.g., *The animals have [had] to lead her; see that good [see that well]*).
- uses paragraphs correctly.
- has a few run-on sentences (e.g., *It was the dragons [dragon’s] tail [,] she [She] was so happy to see him*) but no sentence fragments.

NOTE: In a Score Point 3 paper, the writer’s meaning is not seriously obscured by language conventions errors.

Story

One year later Shang is still getting water for her dad. During her free time she is a loud to hang out with Bucky Beaver, Quacky Duck, and Lucy Goose. One day she was hanging out with her friends and they were walking through the woods. The animals have to lead her because she lost her glasses and can't see that good now.

They get pretty far back into the woods when she tripped over something. It was the dragons tail she was so happy to see him. She had told him that she had lost her glasses and can't see that good anymore. So, he maid her some new glasses. Shang said, "This time I'm not going to share my glasses, this pair is my lucky pair. Then they all went home and lived happily ever after.

Reading Comprehension Score Point 1

The response (shown above) includes a version of the second exemplar (e.g., *One year later [,] Shang is still getting water for her dad*) for how Shang is the same but does not provide an exemplar for how Shang is different. Therefore, the response receives a Score Point 1.

Extended Response Writing Applications

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- minimally accomplishes the task (i.e., attempts to write a story that begins a year after “Eyes of the Dragon” ends and tells how Shang’s life is different but does not tell how her life is the same).
- provides some supporting details (e.g., *Eversince when* [Ever since] *she met the dragon* [,] *she became braver and had a new friend*).
- attempts some organization with a beginning and middle, but the ending is weak.
- uses basic vocabulary (e.g., *Most of the time* [when] *they met* [,] *they talk* [talked] *about what happened last year*).
- attempts to use more than just simple sentences.
- demonstrates little sense of audience and lacks an original perspective.

Extended Response Language Conventions

Score Point 2

The following list describes a writing sample (shown below) that earns a **Score Point 2** using the *ISTEP+* Language Conventions Rubric.

This sample

- has no capitalization errors.
- has a spelling error (e.g., *Eversince* [Ever since]).
- has some punctuation errors.
- has some grammar and word usage errors (e.g., *Eversince when* [Ever since] *she met; talk* [talked]).
- attempts to use paragraphs.
- has no run-on sentences but has a sentence fragment (e.g., *Thanks to the dragon*).

NOTE: The Score Point 2 paper communicates some ideas. However, frequent errors may impair the flow of communication.

Story

Shang and her dad aren’t that poor anymore. Thanks to the dragon. Eversince when she met the dragon she became braver and had a new friend. Most of the time they met they talk about what happened last year, and so they had fun together all the time

Reading Comprehension

Score Point 1

The response (shown above) includes a version of the second exemplar (e.g., *Shang and her dad aren’t that poor anymore*) and the fifth exemplar (e.g., *she became braver*) for how Shang is different. However, the response does not provide an exemplar for how Shang is the same. Therefore, this response receives a Score Point 1.

Extended Response Writing Applications

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Extended Response Writing Applications Rubric.

This sample

- only partially accomplishes the task (i.e., attempts to write a story that begins a year after “Eyes of the Dragon” ends but does not tell how Shang’s life is the same or how it is different).
- includes two details, but the lack of supporting information demonstrates minimal engagement with the task.
- makes a minimal attempt at a beginning but has no middle section or ending.
- uses a limited vocabulary.
- demonstrates some fluency (e.g., *last [Last] year when I saw Shang [,] he was just a little babie [baby]*).
- has some sense of audience.

Extended Response Language Conventions

Score Point 1

The following list describes a writing sample (shown below) that earns a **Score Point 1** using the *ISTEP+* Language Conventions Rubric.

This sample

- has capitalization errors (e.g., *last [Last]*, *Blows [blows]*).
- has a spelling error (e.g., *babie [baby]*).
- contains no ending punctuation.
- has no grammar or word usage errors.
- has no paragraphing.
- consists of one run-on sentence.

Story

last year when I saw Shang he was just a little babie 2 years later he is big and
Blows fire and talks

Reading Comprehension

Score Point 0

The response (shown above) does not provide a version of an exemplar for how Shang is the same or a version of an exemplar for how Shang is different. Therefore, this response receives a Score Point 0.

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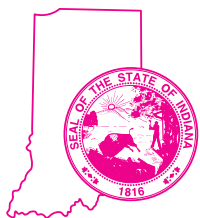
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Grade 6

English/Language Arts

Fall 2008

Teacher's Scoring Guide



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